DOCUMENT RESUME

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ABSTRACT

The assessment instrument for office education programs is a five-point rating scale for determining how well student needs are met in typewriting, shorthand, and office practice courses. Detailed criteria are listed to be rated on the scale, which can also be used to indicate that the criterion statement does not apply. General areas for which criteria are listed the courses are: scope and objectives, instruction, standards, learning materials and facilities, guidance, organization, and content. A summary rating scale and space for comments and recommendations is provided for each of the three areas. The pages of the form are produced in duplicate for use with carbon paper. (MS)

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# OFFICE EDUCATION

## NORTH DAKOTA

## VOCATIONAL EDUCATION ASSESSMENT SYSTEM

North Dakota State Board for
Vocational Education
900 East Boulevard
Bismarck, North Dakota 58501

2

"Buy North Dakota Products"

CE 004965

## MEETING STUDENT NEEDS THROUGH TYPEWRITING

| I. Scope and Objectives | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. An equivalent of two years of typewriting instruction is offered. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| b. A written course outline is available specifying course content and measurable objectives to be achieved by students. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| c. Provision is made for advanced placement of qualified junior high school typewriting students in advanced typewriting. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| d. The North Dakota Curriculum Guide for Business and Office Education has been consulted and used as a basis for the development of the course outline. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |

| II. Instruction | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. Vocational students have an opportunity to develop marketable skills on electric typewriters. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| b. Such non-typing activities as machine maintenance, ribbon changing, proofreading, and proper work habits are included as part of the course content for all typewriting students. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| c. Vocational instruction includes the use of some integrated projects, practice sets, or series of practical problems. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| d. Observation of typewriting classes indicates that students are using proper typewriting techniques. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| e. The teacher has completed a methods course related to typewriting instruction. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |

| III. Standards | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. Specific terminal speed and accuracy standards have been established, and students are fully aware of them. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| b. The established standards approximate those standards used in business offices. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| c. If multiple sections of vocational typewriting are offered, the same minimum speed and accuracy standards are applied to each section. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |

# MEETING STUDENT NEEDS THROUGH TYPEWRITING

| I. Scope and Objectives | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. An equivalent of two years of typewriting instruction is offered. | □ | □ | □ | □ | □ | □ |
| | O | O | O | O | O | O |
| b. A written course outline is available specifying course content and measurable objectives to be achieved by students. | □ | □ | □ | □ | □ | □ |
| | O | O | O | O | O | O |
| c. Provision is made for advanced placement of qualified junior high school typewriting students in advanced typewriting. | □ | □ | □ | □ | □ | □ |
| | O | O | O | O | O | O |
| d. The North Dakota Curriculum Guide for Business and Office Education has been consulted and used as a basis for the development of the course outline. | □ | □ | □ | □ | □ | □ |
| | O | O | O | O | O | O |

| II. Instruction | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. Vocational students have an opportunity to develop marketable skills on electric typewriters. | □ | □ | □ | □ | □ | □ |
| | O | O | O | O | O | O |
| b. Such non-typing activities as machine maintenance, ribbon changing, proofreading, and proper work habits are included as part of the course content for all typewriting students. | □ | □ | □ | □ | □ | □ |
| | O | O | O | O | O | O |
| c. Vocational instruction includes the use of some integrated projects, practice sets, or series of practical problems. | □ | □ | □ | □ | □ | □ |
| | O | O | O | O | O | O |
| d. Observation of typewriting classes indicates that students are using proper typewriting techniques. | □ | □ | □ | □ | □ | □ |
| | O | O | O | O | O | O |
| e. The teacher has completed a methods course related to typewriting instruction. | □ | □ | □ | □ | □ | □ |
| | O | O | O | O | O | O |

| III. Standards | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. Specific terminal speed and accuracy standards have been established, and students are fully aware of them. | □ | □ | □ | □ | □ | □ |
| | O | O | O | O | O | O |
| b. The established standards approximate those standards used in business offices. | □ | □ | □ | □ | □ | □ |
| | O | O | O | O | O | O |
| c. If multiple sections of vocational typewriting are offered, the same minimum speed and accuracy standards are applied to each section. | □ | □ | □ | □ | □ | □ |
| | O | O | O | O | O | O |

COPY

| IV. Learning Materials and Facilities | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. The textbooks are in good condition and are up to date. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| b. Supplementary reference books such as dictionaries, style manuals, or reference manuals are available for student use. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| c. All typewriters are in good condition and are generally no more than five years old. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| d. Several backup typewriters are available for use in the event of machine malfunction. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| e. Work stations consist of individual typing desks that can be easily adjusted. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| f. A copy holder is located at each student work station. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| g. A teacher demonstration stand is located in each typewriting classroom. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| h. Related equipment such as stopwatches, interval timers, staplers, etc., are located in the typewriting room. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| i. The typewriting classroom is attractive and creates a climate conducive to learning. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |

**RATING SCALE FOR TYPEWRITING**

0 . 20 . 40 . 60 . 80 . 100

**SCHOOL COMMENTS AND RECOMMENDATIONS:**

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| IV. Learning Materials and Facilities | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. The textbooks are in good condition and are up to date. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| b. Supplementary reference books such as dictionaries, style manuals, or reference manuals are available for student use. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| c. All typewriters are in good condition and are generally no more than five years old. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| d. Several backup typewriters are available for use in the event of machine malfunction. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| e. Work stations consist of individual typing desks that can be easily adjusted. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| f. A copy holder is located at each student work station. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| g. A teacher demonstration stand is located in each typewriting classroom. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| h. Related equipment such as stopwatches, interval timers, staplers, etc., are located in the typewriting room. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| i. The typewriting classroom is attractive and creates a climate conducive to learning. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |

COPY

RATING SCALE FOR TYPEWRITING

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

_____

_____

_____

_____

_____

_____

_____

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_____

# MEETING STUDENT NEEDS THROUGH SHORTHAND

| I. Scope and Objectives | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. An equivalent of two years of shorthand instruction is offered. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| b. A written course outline is available specifying course content and measurable objectives to be achieved. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| c. The North Dakota Curriculum Guide for Business and Office Education has been consulted and used as a basis for the development of the course outline. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |

| II. Instruction | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. Typewriter transcription is a major unit of instruction in the program. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| b. Word usage, punctuation, and spelling are an integral part of the total shorthand program. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| c. The terminal dictation achievement of most shorthand students approximates high vocational standards. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| d. The teacher has completed a methods course related to shorthand and transcription. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |

| III. Guidance | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. Students whose academic achievement and aptitude indicate they may have difficulty in learning shorthand receive counseling and guidance prior to enrollment. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| b. At least fifty percent of the first-year shorthand students elect to complete a second year of shorthand instruction. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |

| IV. Learning Materials and Facilities | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. The textbooks are in good condition and up to date. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| b. Different textbooks are available for each semester of instruction. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| c. Tape recorders, record players, or multichannel laboratories are available for dictation practice. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| d. A substantial library of prepared dictation tapes or records is available. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |

# MEETING STUDENT NEEDS THROUGH SHORTHAND

| I. Scope and Objectives | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. An equivalent of two years of shorthand instruction is offered. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| b. A written course outline is available specifying course content and measurable objectives to be achieved. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| c. The North Dakota Curriculum Guide for Business and Office Education has been consulted and used as a basis for the development of the course outline. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |

| II. Instruction | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. Typewriter transcription is a major unit of instruction in the program. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| b. Word usage, punctuation, and spelling are an integral part of the total shorthand program. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| c. The terminal dictation achievement of most shorthand students approximates high vocational standards. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| d. The teacher has completed a methods course related to shorthand and transcription. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |

| III. Guidance | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. Students whose academic achievement and aptitude indicate they may have difficulty in learning shorthand receive counseling and guidance prior to enrollment. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| b. At least fifty percent of the first-year shorthand students elect to complete a second year of shorthand instruction. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |

| IV. Learning Materials and Facilities | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. The textbooks are in good condition and up to date. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| b. Different textbooks are available for each semester of instruction. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| c. Tape recorders, record players, or multichannel laboratories are available for dictation practice. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| d. A substantial library of prepared dictation tapes or records is available. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |

COPY

| | | | | | | |
|---|---|---|---|---|---|---|
| e. Supplementary reference books such as dictionaries, style manuals, or reference manuals are available for student use. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| f. Supplementary dictation books are available for teacher use. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| g. At least one stopwatch is provided for each shorthand teacher. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| h. Student work stations allow ample space for comfortable writing. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| i. The shorthand classroom is attractive and creates a climate conducive to learning. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |

RATING SCALE FOR SHORTHAND

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

| | | | | | | |
|---|---|---|---|---|---|---|
| e. Supplementary reference books such as dictionaries, style manuals, or reference manuals are available for student use. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| f. Supplementary dictation books are available for teacher use. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| g. At least one stopwatch is provided for each shorthand teacher. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| h. Student work stations allow ample space for comfortable writing. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| i. The shorthand classroom is attractive and creates a climate conducive to learning. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |

RATING SCALE FOR SHORTHAND

0 . 20 . 40 . 60 . 80 . 100

COPY

SCHOOL COMMENTS AND RECOMMENDATIONS:

# MEETING STUDENT NEEDS THROUGH OFFICE PRACTICE

| | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| **I. Scope and Objectives** | | | | | | |
| a. A written course outline is available specifying course content and measurable objectives to be achieved. | □ O | □ O | □ O | □ O | □ O | □ O |
| b. The North Dakota Curriculum Guide for Business and Office Education has been consulted and used as a basis for the development of the course outline. | □ O | □ O | □ O | □ O | □ O | □ O |
| **II. Organization** | NA | 1 | 2 | 3 | 4 | 5 |
| a. The course is designed as the capstone offering for vocational office education students. | □ O | □ O | □ O | □ O | □ O | □ O |
| b. At least one year of credit in typewriting is a prerequisite for office practice. | □ O | □ O | □ O | □ O | □ O | □ O |
| c. Enrollment in one class is limited to 16 - 20 students. | □ O | □ O | □ O | □ O | □ O | □ O |
| **III. Content** | NA | 1 | 2 | 3 | 4 | 5 |
| a. The course content, based upon enrollment and needs of pupils, includes: | □ O | □ O | □ O | □ O | □ O | □ O |
| 1. Reference books, directories, secretary's handbooks, dictionaries, and other sources of business information. | | | | | | |
| 2. Application forms and letters, interviews, and miscellaneous job information . . . . . | | | | | | |
| 3. Correct business conduct, dress and grooming, and secretarial business traits . . . . . | | | | | | |
| 4. Telephoning techniques and procedures . . . . . | | | | | | |
| 5. Filing procedures . . . . . | | | | | | |
| 6. Skill development in dictation and transcription . . . | | | | | | |
| 7. Office machines, equipment, and supplies . . . . . | | | | | | |
| 8. Simulation projects . . . . . | | | | | | |
| 9. Basic electronic data processing . . . . . | | | | | | |
| 10. Office recordkeeping . . . . . | | | | | | |
| **IV. Facilities** | NA | 1 | 2 | 3 | 4 | 5 |
| a. Teaching supplies and facilities are adequate for meeting course objectives, course content, and enrollment. | □ O | □ O | □ O | □ O | □ O | □ O |
| b. The classroom is soundproofed and includes a wash basin, chalkboard, bulletin board, filing cabinets, and built-in storage cabinets. | □ O | □ O | □ O | □ O | □ O | □ O |

# MEETING STUDENT NEEDS THROUGH OFFICE PRACTICE

| | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| **I. Scope and Objectives** | | | | | | |
| a. A written course outline is available specifying course content and measurable objectives to be achieved. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| b. The North Dakota Curriculum Guide for Business and Office Education has been consulted and used as a basis for the development of the course outline. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| **II. Organization** | NA | 1 | 2 | 3 | 4 | 5 |
| a. The course is designed as the capstone offering for vocational office education students. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| b. At least one year of credit in typewriting is a prerequisite for office practice. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| c. Enrollment in one class is limited to 16 - 20 students. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| **III. Content** | NA | 1 | 2 | 3 | 4 | 5 |
| a. The course content, based upon enrollment and needs of pupils, includes: | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| 1. Reference books, directories, secretary's handbooks, dictionaries, and other sources of business information. | | | | | | |
| 2. Application forms and letters, interviews, and miscellaneous job information . . . . . | | | | | | |
| 3. Correct business conduct, dress and grooming, and secretarial business traits . . . . . | | | | | | |
| 4. Telephoning techniques and procedures . . . . . | | | | | | |
| 5. Filing procedures . . . . . | | | | | | |
| 6. Skill development in dictation and transcription . . . | | | | | | |
| 7. Office machines, equipment, and supplies . . . . . | | | | | | |
| 8. Simulation projects . . . . . | | | | | | |
| 9. Basic electronic data processing . . . . . | | | | | | |
| 10. Office recordkeeping . . . . . | | | | | | |
| **IV. Facilities** | NA | 1 | 2 | 3 | 4 | 5 |
| a. Teaching supplies and facilities are adequate for meeting course objectives, course content, and enrollment. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |
| b. The classroom is soundproofed and includes a wash basin, chalkboard, bulletin board, filing cabinets, and built-in storage cabinets. | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O | ☐ O |

COPY

c. A master-control switch for all electrical outlets is conveniently located in the room. ☐ ☐ ☐ ☐ ☐ ☐ / O O O O O O

d. Electrical outlets are conveniently located and are not a safety hazard. ☐ ☐ ☐ ☐ ☐ ☐ / O O O O O O

e. Classroom furniture is arranged to create an office-like situation and to facilitate individual help; an adequate number of secretarial desks and posture chairs, as related to teaching methods and enrollment, are provided. ☐ ☐ ☐ ☐ ☐ ☐ / O O O O O O

f. The following machines are available for student instruction in the office practice room: ☐ ☐ ☐ ☐ ☐ ☐ / O O O O O O

1. Electric typewriters . . . . . .
2. Manual typewriters . . . . . .
3. Executive typewriters . . . . . .
4. Liquid and stencil duplicators . . . . . .
5. Transcribing machines . . . . . .
6. Ten key adding-listing machines . . . . . .
7. Electronic Calculators . . . . . .
8. Photocopying machines . . . . . .
9. Printing calculators . . . . . .
10. Offset duplicators . . . . . .

V. Standards

| | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. Methods of performing job tasks are comparable to those used in actual working conditions. | ☐ / O | ☐ / O | ☐ / O | ☐ / O | ☐ / O | ☐ / O |
| b. The standards for the evaluation of classwork are similar to on-the-job work performed by beginning office employees. | ☐ / O | ☐ / O | ☐ / O | ☐ / O | ☐ / O | ☐ / O |

RATING SCALE FOR OFFICE PRACTICE

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

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| | | | | | | |
|---|---|---|---|---|---|---|
| c. A master-control switch for all electrical outlets is conveniently located in the room. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| d. Electrical outlets are conveniently located and are not a safety hazard. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| e. Classroom furniture is arranged to create an office-like situation and to facilitate individual help; an adequate number of secretarial desks and posture chairs, as related to teaching methods and enrollment, are provided. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| f. The following machines are available for student instruction in the office practice room: | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |

1. Electric typewriters . . . . . .
2. Manual typewriters . . . . . .
3. Executive typewriters . . . . . .
4. Liquid and stencil duplicators . . . . . .
5. Transcribing machines . . . . . .
6. Ten key adding-listing machines . . . . . .
7. Electronic Calculators . . . . . .
8. Photocopying machines . . . . . .
9. Printing calculators . . . . . .
10. Offset duplicators . . . . . .

COPY

| V. Standards | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a. Methods of performing job tasks are comparable to those used in actual working conditions. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |
| b. The standards for the evaluation of classwork are similar to on-the-job work performed by beginning office employees. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | O | O | O | O | O | O |

RATING SCALE FOR OFFICE PRACTICE

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

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